



2023-24

**Feedback Analysis Report
of IGNOU-ODL Learners
on
“Viksit Bharat @ 2047”**

Regional Services Division, IGNOU New Delhi

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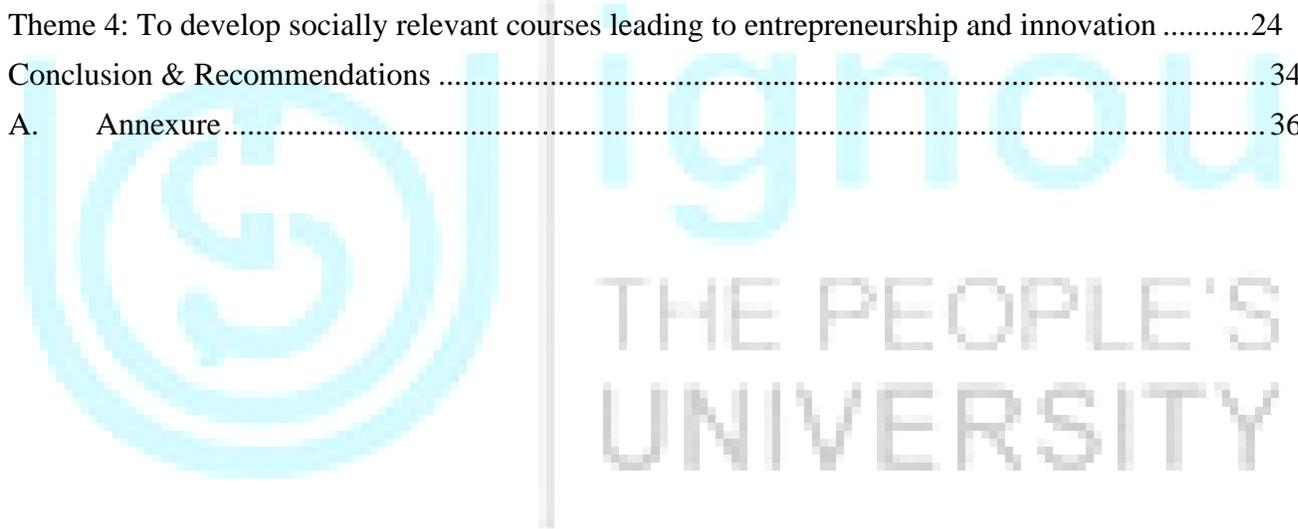


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Analysis of Feedback of IGNOU ODL Learners on “Viksit Bharat @ 2047”

1. Introduction

Open and Distance Learning (ODL) is a flexible teaching-learning method that is learner-centric, cost-effective, and efficient. It has expanded educational opportunities to include all societal segments and has facilitated access of aspiring learners to higher education in general and Open Universities in particular.

Characteristics of ODL learners

ODL learners display unique characteristics due to the nature of their learning environment. The learners of ODL system have some key traits such as:

- **Self-Motivated, independent and disciplined:** ODL learners need to be highly self-motivated and disciplined as they often study independently without the regular structure of a traditional classroom.
- **Time Management Skills:** Effective time management is crucial for ODL learners to balance their studies with other responsibilities, such as work or family.
- **Technological Proficiency:** Since ODL relies heavily on digital platforms, learners must be comfortable using technology for accessing course materials, participating in discussions, and submitting assignments and other technology enabled assessment methods.
- **Adaptability:** ODL learners must be adaptable to different learning environments and methods, including asynchronous and synchronous modes of communication.
- **Self-Directed Learning:** They often take charge of their own learning process, setting goals, and seeking out resources independently.

- **Diverse Backgrounds:** ODL attracts learners from various demographic groups, including working professionals, stay-at-home parents, and individuals from remote and disadvantaged areas.

Student support in Open and Distance Learning (ODL)

Student support is a crucial aspect for ensuring student success and overcoming the challenges of isolation and high dropout rates. There are some key components of student support in ODL such as

-

- **Registration and Administrative Support:** This includes assistance with enrolment, course registration, and administrative queries.
- **Academic Support:** This encompasses tutorial classes, contact sessions, and feedback on assignments. Learning Management System (LMS) and online resources are also integral.
- **Guidance and Counselling Support:** Providing academic and career counselling to help students navigate their educational and professional paths.
- **Support through Information and Communication Technologies (ICT):** Utilizing ICT tools such as audio-visual technologies, whiteboards, and online forums to facilitate learning and interaction.
- **Support through Study Centres:** Physical or virtual centres where students can access resources, attend workshops, and receive face-to-face support.
- **Financial Support:** Offering scholarships, grants, and other financial aid to support students financially.
- **Community Support:** Encouraging interaction among students through online communities and study groups to reduce feelings of isolation.
- These support services are designed to create a comprehensive and supportive learning environment for ODL students, helping them to succeed despite the challenges of distance learning.

Student support in IGNOU

Indira Gandhi National Open University (IGNOU) offers a comprehensive range of student support services to ensure that learners receive the necessary academic and administrative support throughout their studies. This support begins with pre-admission, post admission during their academic journey and after completion of their academic Program. Student support services are offered through a three-tiered organizational structure comprising the following:

- **IGNOU Headquarters:** A central unit comprises all its Administrative and academic units.
- **Regional Centres (RCs):** RCs coordinate the activities of Learner Support Centres and act as regional academic and administrative hubs. They also handle enquiries and grievance redressal.
- **Learner Support Centres (LSCs):** These centres serve as the primary contact points for students, offering counselling sessions, practical's, reference library facilities, and audio-visual training aids.

Feedback

Feedback refers to collecting information, taking opinions regarding a process, performance, or a product.

The significance of feedback

- **Improvement and development:** Feedback helps individuals identify their strengths and weaknesses, allowing them to improve and grow.
- **Effective communication:** Feedback bridges the gap between sender and receiver, clarifying messages and fostering understanding.
- **Two-way communication:** Feedback ensures both sides are on the same page and prevents misunderstandings.

Viksit Bharat 2047 initiative

The Hon'ble Prime Minister of India Sh. Narendra Modi has emphasized that this period, referred to as "Amrit Kaal," is a crucial time for India to make significant strides in its development journey. The Viksit Bharat 2047 initiative is a visionary roadmap set by the Indian government to transform India into a fully developed nation by the year 2047, marking the centenary of its independence. The initiative focuses on several key areas:

- **Economic Growth:** Aiming to elevate India to the rank of the world's third-largest economy within the next five years.
- **Social Progress:** Enhancing the ease of living and doing business, improving infrastructure, and bolstering social welfare initiatives.
- **Environmental Sustainability:** Addressing climate crises and promoting sustainable development goals.

- **Inclusive Participation:** Fostering inclusive economic participation among all citizens, with a special focus on youth, women, the poor, and farmers.

The initiative encourages collective efforts from all citizens to achieve these ambitious goals.

The **Viksit Bharat 2047** initiative places a strong emphasis on the role of students in shaping India's future such as -

- *Education Reform*
- *Skill Development*
- *Entrepreneurship*
- *Research and Innovation*
- *Global Exposure*
- *Holistic Development*

Keeping in view the dimensions of Viksit Bharat 2047 and its impact on the students, this year's feedback tools are focused on the ambitious vision outlined by the government's Viksit Bharat 2047 initiative. The proposed agenda encompasses a series of strategic objectives meticulously created to address the multifaceted challenges and opportunities within the higher education landscape. These objectives encompass elevating the Gross Enrolment Ratio (GER) to 65%, boosting financial support for students, establishing accessible multidisciplinary institutions, and positioning Indian universities prominently in global rankings. Furthermore, initiatives aimed at attracting international students, fostering innovation, and augmenting research and development are integral components of this endeavour.

Students enrolled in IGNOU have been invited to provide feedback on the parameters of Viksit Bharat 2047.

2. Methodology

The tool was provided by the Centre for Internal Quality Assurance (CIQA), IGNOU and was adopted by RSD to conduct the survey. Accordingly, the e-questionnaire was prepared, which was divided into two parts. **First part** consists of the basic information about the participants and the second part had the items seeking feedback of students. The items which have been placed in the second part of questionnaire are related with the government's "Viksit Bharat @ 2047" initiative. It is assumed that the vision of students on various dimensions on the stated issues will be pivotal in determining how

higher education develops in India. In order to help our university move closer to realizing the objectives stated in Viksit Bharat, feedback from the students was initiated in order to get relevant insights and inputs on an extensive framework.

Students were asked to submit their views on the given statements on a three-point scale-**Agree**, **Disagree** and **Neutral**. These statements were based on five different themes as follows –

• Theme 1: Increase Gross Enrolment Ratio (GER)
• Theme 2: Financial support to HEI students
• Theme 3: Universities to feature in global rankings
• Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation
• Theme 5: Increase Research, Patent and Innovation

Each theme has five different sub-themes, on which the feedback of the students has been obtained. The questionnaire was converted into Google form (for the sake of convenience of participants, timely receipt, and to ease analysis of feedback input) at RSD. The link of Google form was shared with all 57 Regional Centres of IGNOU. The Regional Centres further shared the link with their students through SMS and emails. The survey tool was given out in the form of a QR Code in order to disseminate the information more widely and for quick access of the questionnaire.

[Learner's Feedback Form \(2023-2024\) \(google.com\)](https://forms.gle/...)



In the present study the descriptive survey method was adopted to achieve the objectives of study. A total **4138** number of students submitted their responses. For those questions that remained unanswered, the responses have been recorded as Not Responded (NR).

3. Result and Discussion

Basic information of the learners'

The information sought in this section pertained to gender, age, category of the learners, the Program in which enrolled, and employment status of the learners. A query related to having IT devices was also asked in this section.

Gender wise distribution of participants is given in the Table 1. Results show that the participants of female learners were on higher side (50.1%) than the males (46.59%).

Table 1 Gender-wise participation of students

Gender	Total response	% of total
Female	2073	50.1
Male	1928	46.59
Third gender	1	0.02
NR	136	3.29
Total	4138	

The pie chart, titled '% of Gender wise participation of students', shows the following data: Female (50.1%), Male (46.59%), Third gender (0.02%), and NR (3.29%). The legend indicates: Female (blue), Male (red), Third gender (yellow), and NR (green).

Table 2 shows the Age-group wise participation of the learners in the survey. Majority of the students were from 20-30 age group, whereas as more than 5% of the learners were from 40 years and above age bracket.

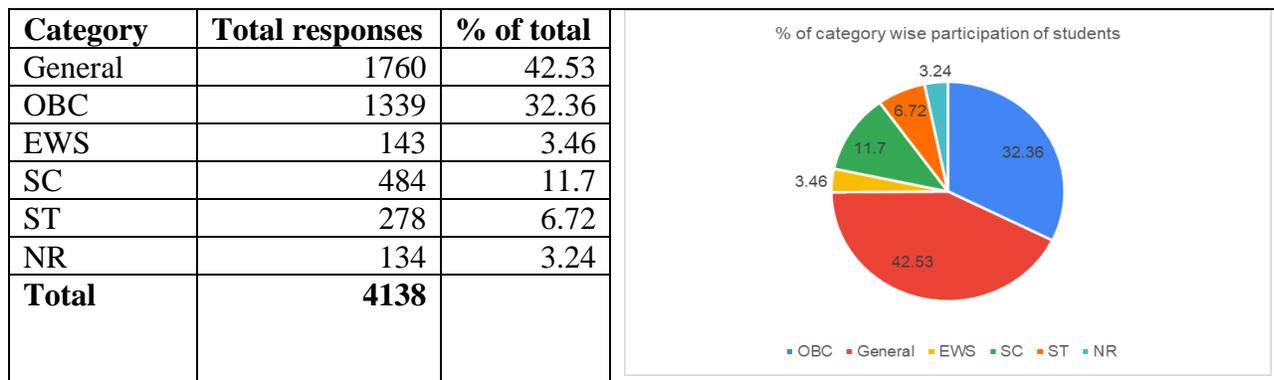
Table 2 Age Group (in years) wise participation of students

Age Group (in years)	Total responses	% of total
25 to 35	3036	73.37
36 to 45	376	9.09
46 to 55	114	2.75
56 and above	27	0.65
NR	585	14.14
Total	4138	

The pie chart, titled '% of Age groupe wise participation of students', shows the following data: 25 to 35 (73.37%), 36 to 45 (9.09%), 56 and above (0.65%), 46 to 55 (2.75%), and NR (14.14%). The legend indicates: 36 to 45 (blue), 25 to 35 (red), 56 and above (yellow), 46 to 55 (green), and NR (orange).

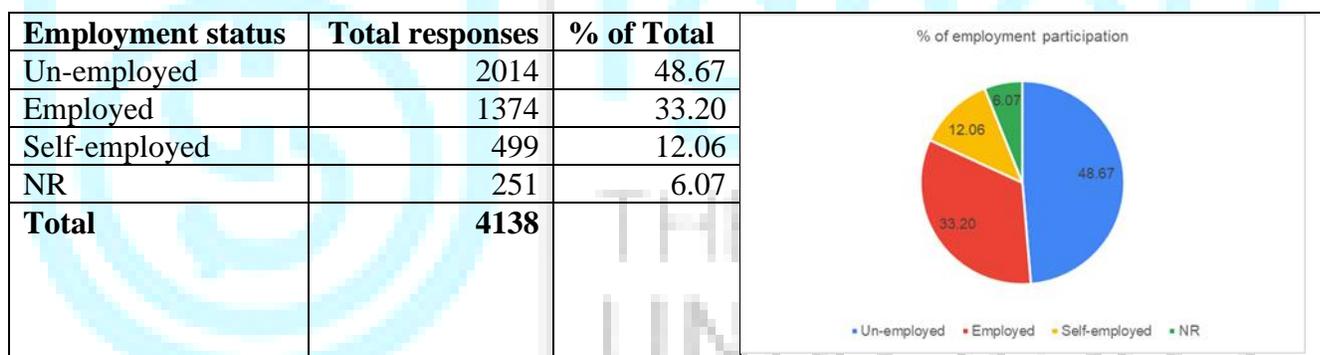
Table 3 shows the participation of learners in the survey according to their social-category. Out of 4138 respondents, 42.53% of the learners belonged to general category, followed by 32.36% OBC class and remaining were from SC, ST and EWS category.

Table 3 Category wise participation of students



Employment status is another parameter that has been included in the basic information section. Analysis of responses reveals that <50% of the students were unemployed; nevertheless, >45% of the total students were under the employed and self-employed category (Table 4).

Table 4 Employment status participation of students



Feedback of Learners on Different themes

The results of feedback obtained from the students on five different themes are as follows -

Theme 1: Increase Gross Enrolment Ratio (GER)

The theme 1 on “Increase Gross Enrolment Ratio (GER)” has five different aspects related to accessibility, collaboration, infrastructure, outreach, regional languages in increasing GER. These sub-themes are defined as under -

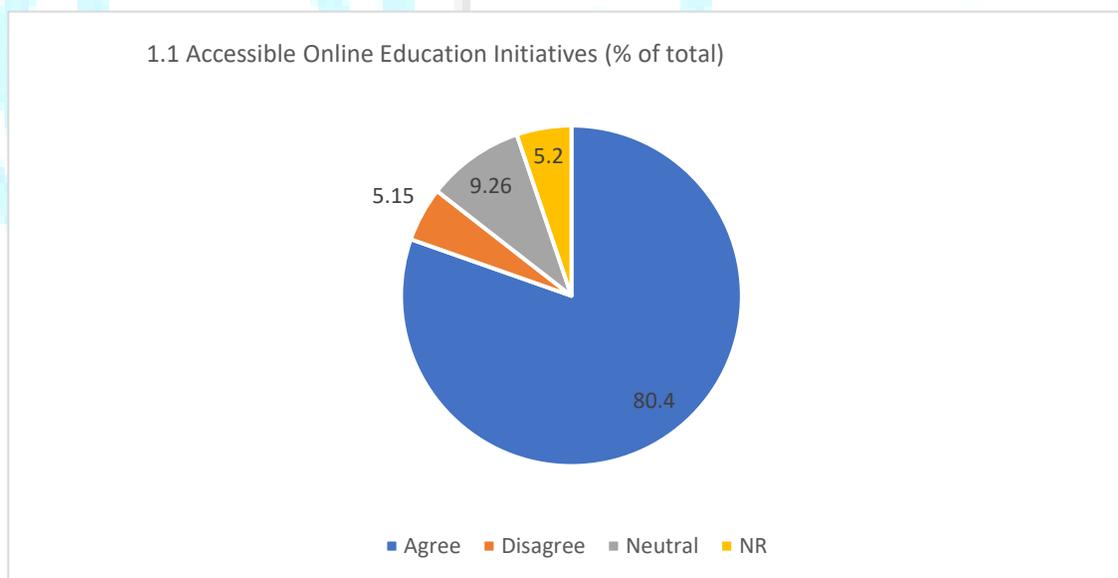
- Accessible Online Education Initiatives;
- Industry-Academia Collaboration;
- Infrastructure Development;
- Targeted Outreach Programs;

- Offering Programs in regional languages;

1.1 Accessible Online Education Initiatives – Sub-theme states that -"Introducing accessible online education initiatives will increase GER by providing flexible learning opportunities to a broader spectrum of students." It is assumed that implementing these strategies into practice, educational institutions may develop a more flexible and inclusive learning environment, which will ultimately increase GER and provide students more chances to succeed. More than 80% participants agreed with this statement. Mere 5.15% of the total **4138** participants disagreed with the statement (Table 5).

Table 5 Accessible Online Education Initiatives

Accessible Online Education Initiatives	No. of responses	% of total
Agree	3327	80.4
Disagree	213	5.15
Neutral	383	9.26
NR	215	5.2
Total	4138	

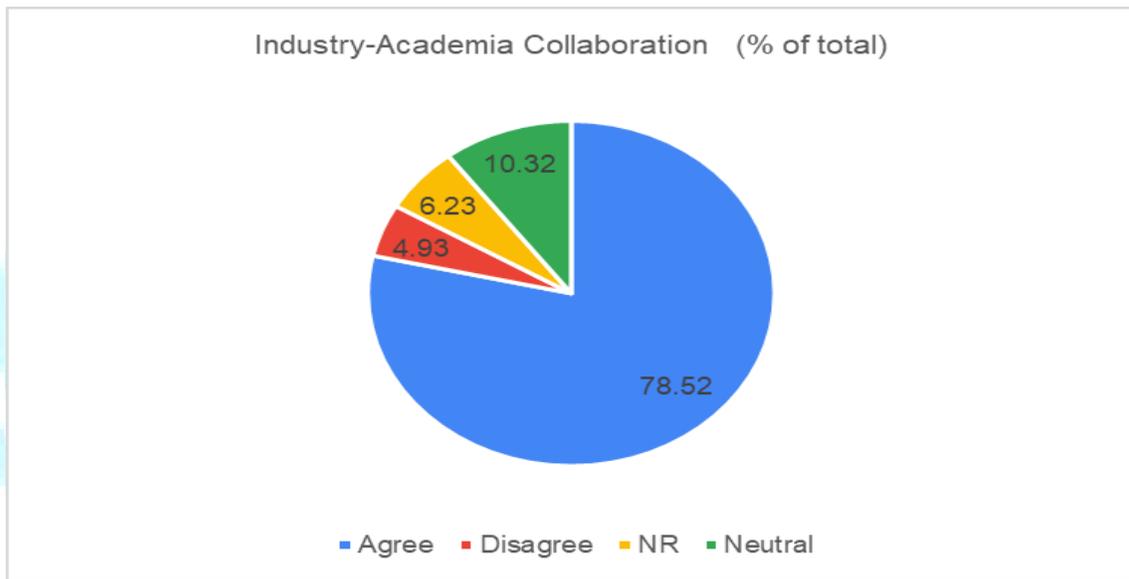


1.2 Industry-Academia Collaboration - "Fostering stronger ties with industries to offer practical learning experiences and employment opportunities will attract more students to higher education." Strengthening industry partnerships can significantly enhance the demand of higher education by providing students with practical learning experiences and better employment opportunities. Educational institutions can create a more engaging and practical based learning environment,

attracting more students to higher education and better preparing them for their future careers. A total of 3249 students agreed with the statement and only 204 (4.93%) disagreed with the statement (Table 6).

Table 6 Industry-Academia collaboration

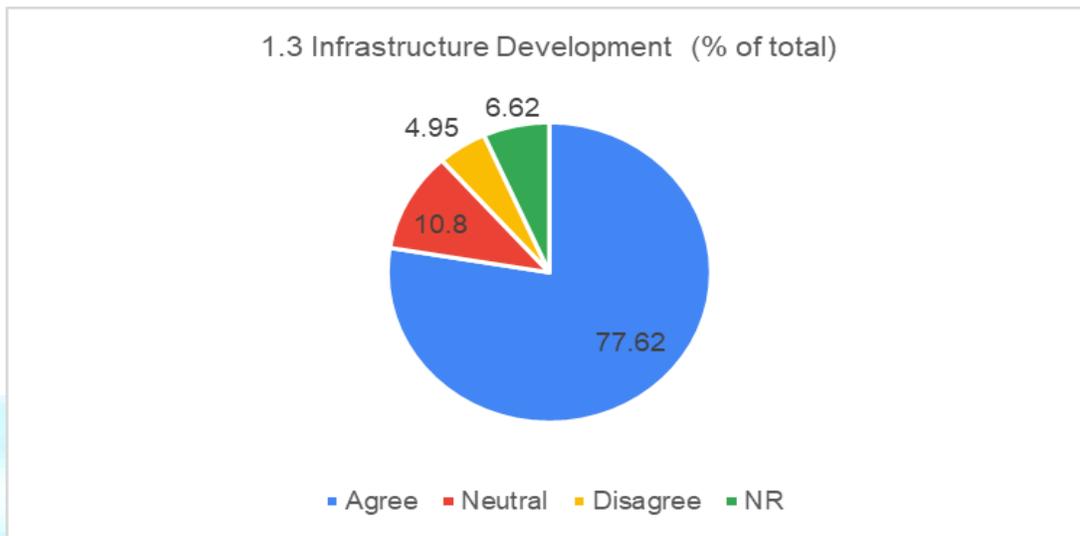
Industry-Academia collaboration	No of responses	% of total
Agree	3249	78.52
Disagree	204	4.93
NR	258	6.23
Neutral	427	10.32
Total	4138	



1.3 Infrastructure Development - *"Investing in modern infrastructure facilities such as state-of-the-art libraries, laboratories, and IT resources will enhance the appeal of higher education institutions, thus increase student enrolment."* Enhanced learning environment, improved research capabilities, access to resources, student amenities, digital infrastructure, and sustainability are the way to enhance infrastructure development. Responses of the students recorded for this statement have been given in Table 7. A total of 77.62% of the 4138 students who responded agreed with the statement, whereas 10.8% of the students were neutral about it.

Table 7 Infrastructure Development

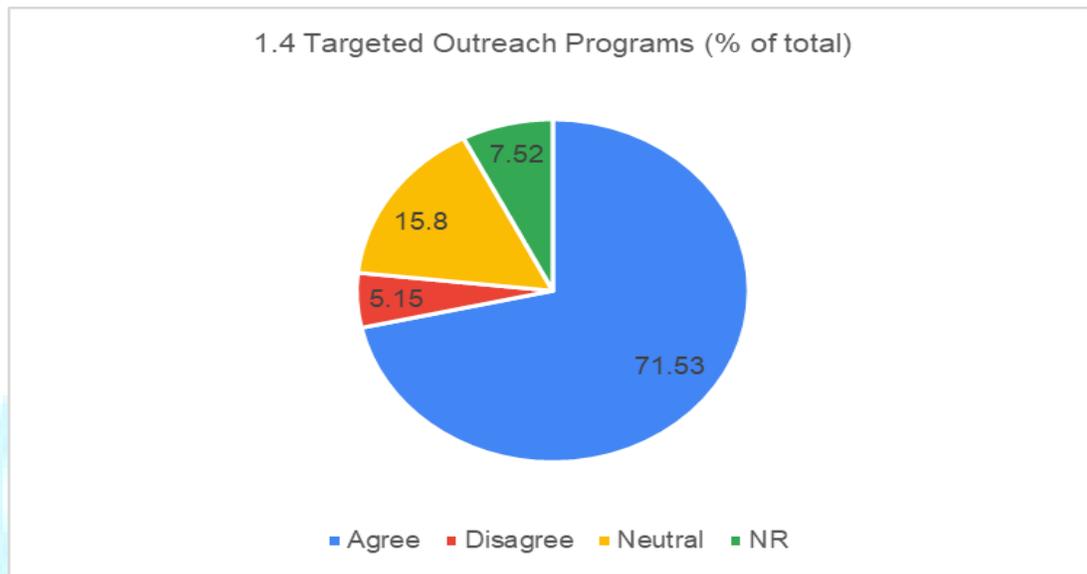
Infrastructure Development	No. of responses	% of total
Agree	3212	77.62
Disagree	205	4.95
Neutral	447	10.8
NR	274	6.62
Total	4138	



1.4 Targeted Outreach Programs - *"The implementation of targeted outreach programs in underrepresented communities will ensure equitable access to higher education."* Establishing targeted outreach initiatives in marginalized areas is essential to ensuring equitable access to higher education. By giving access to resources, support, and opportunities to those who might otherwise go ignored, these programs can aid in bridging the gap. Mentorship programs, Workshops and information sessions, Partnerships with local organizations, Digital resources etc. are efforts that will not only help students gain access to higher education but may also foster a more inclusive and diverse academic environment. About 72% of participants altogether agreed with this statement, while 15.8% had no opinion. 5.15 percent of respondents disagreed with this statement (Table 8). A total of 15.08% were neutral for this statement, whereas 7.52% did not record their response.

Table 8 Targeted Outreach Programs

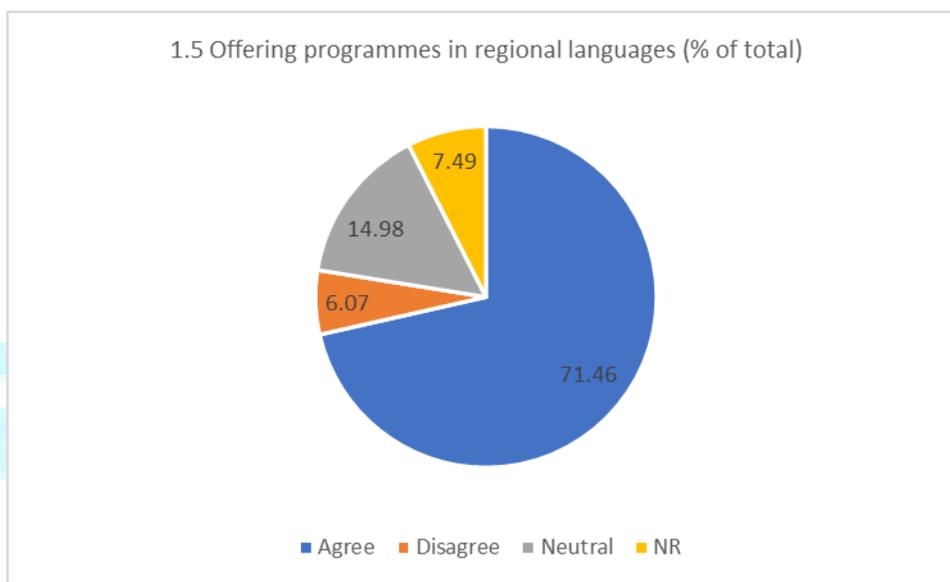
Targeted Outreach Programs	No. of responses	% of total
Agree	2960	71.53
Disagree	213	5.15
Neutral	654	15.8
NR	311	7.52
Total	4138	



1.5 Offering Programs in regional languages: "*The Programs should be offered in regional languages for enhancing the GER*". Offering higher education programs in regional languages can significantly enhance accessibility and inclusivity. The key benefits of this are - improved comprehension and retention, increased enrolment, reduced dropout rates, resolving local issues related to students and cultural preservation. However, there are challenges, such as ensuring the availability of qualified instructors and balancing the need for English proficiency in global contexts. Table 9 describes the results of statement "*Offering Programs in regional languages*". Results indicate that out of total respondents (Students) 2957 (71.46%) have accepted the statement, whereas 6.07% disagreed. Approximately 23% students responded as neutral and not-responded category.

Table 9 Offering Programs in regional languages

Offering Programs in regional languages	No. of responses	% of total
Agree	2957	71.46
Disagree	251	6.07
Neutral	620	14.98
NR	310	7.49
Total	4138	



Theme 2: Financial support to HEI students

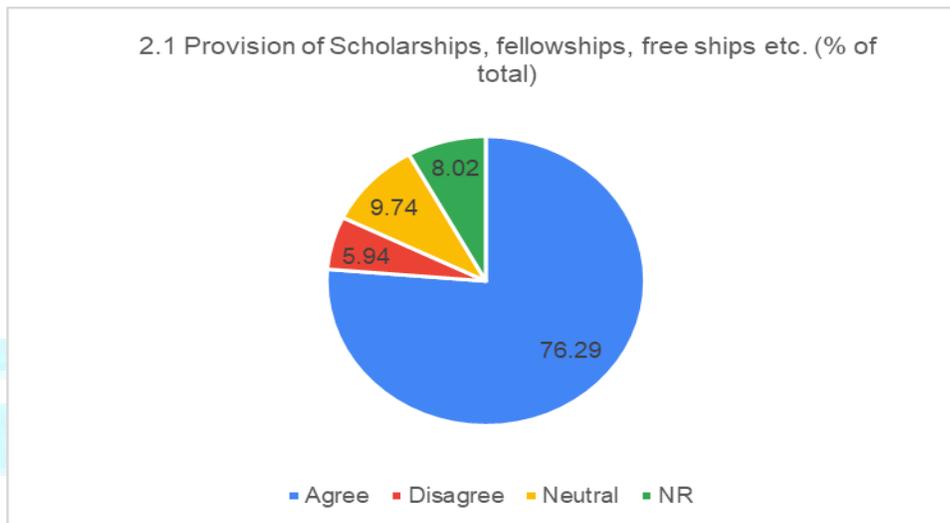
Theme 2 “Financial support to HEI students” has following five sub-themes -

- Provision of scholarships, fellowships, free ships etc.:
- Work-Study Opportunities:
- Emergency Financial Aid:
- Financial Counselling Services:
- Alumni Support for Scholarships:

2.1 Provision of Scholarships, fellowships, free ships etc.: The statement expresses that "*There should be sufficient scholarships, fellowships, free ships etc. available to support students from economically disadvantaged backgrounds in accessing higher education.*" Responses of the students for this statement has been provided in the Table 10. It reveals 76.29% of the total has accepted the statement. Merely 5.94% disagreed with the same. Remaining 17.76% have responded under neutral and not responded category.

Table 10 Provision of Scholarships, fellowships, free ships etc.

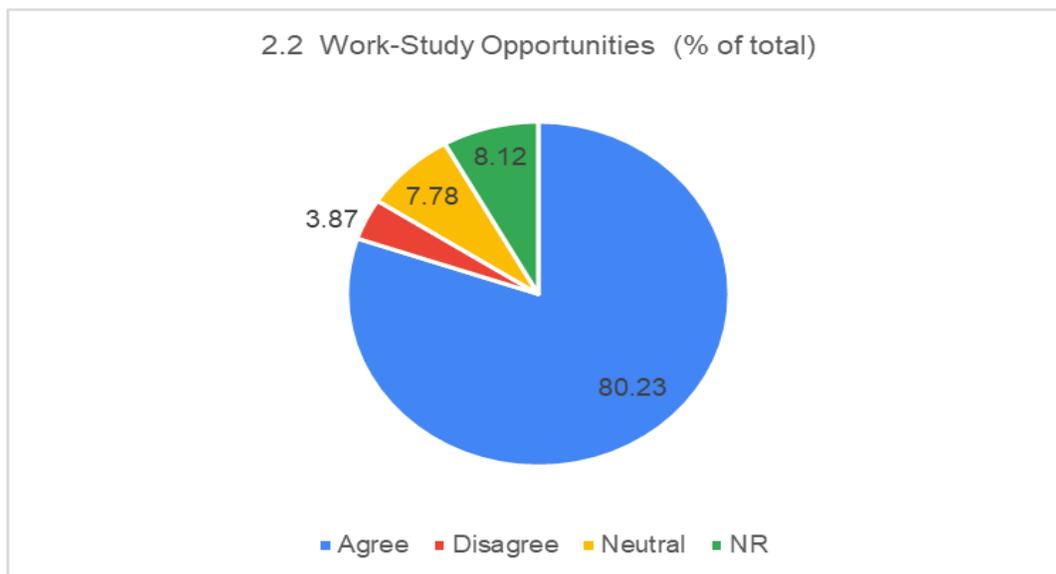
Provision of Scholarships, fellowships, free ships etc.	No. of responses	% of total
Agree	3157	76.29
Disagree	246	5.94
Neutral	403	9.74
NR	332	8.02
Total	4138	



2.2 Work-Study Opportunities: "There should be work-study opportunities provided to students to help them financially support their education while gaining practical experience." Work-study programs provide valuable opportunities for students to earn money while gaining practical experience. Table 11 shows the responses of the students on the *Work-Study Opportunities* statement. According to the data, a total 80.23% students agreed with the statement, whereas 3.87% were disagreed with the same.

Table 11 Work-Study Opportunities

Work-Study Opportunities	Total responses	% of total
Agree	3320	80.23
Disagree	160	3.87
Neutral	322	7.78
NR	336	8.12
Total	4138	

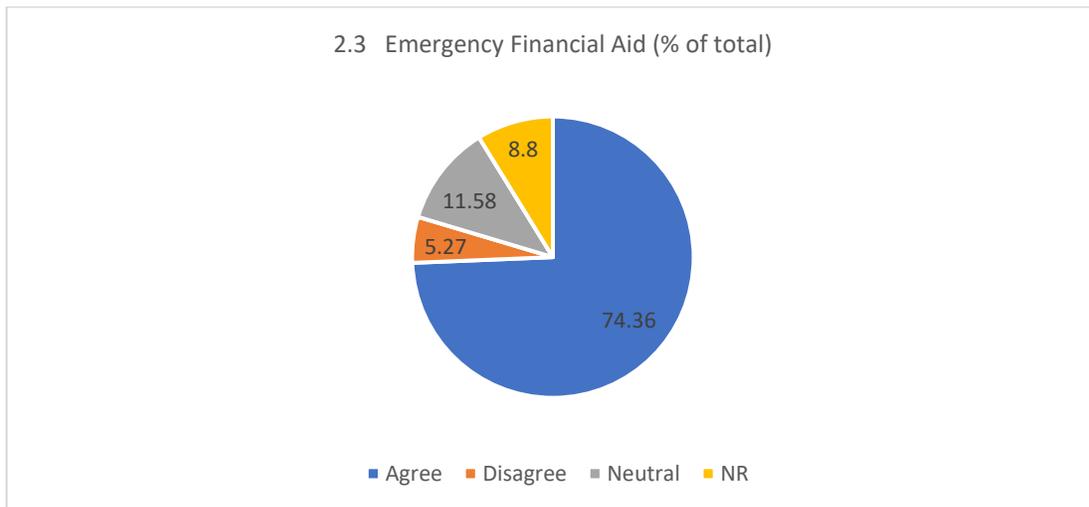


2.3 Emergency Financial Aid: *"There should be a mechanism in place to provide emergency financial aid to students facing unforeseen financial challenges during their academic journey to successfully complete the academic Program.* The statement describes that when unexpected challenges arise for college students, emergency financial aid can be vital for them. This statement is accepted by 74.36% of the student, whereas 5.37% disagreed. However, 11.58% did not respond to this query (Table 12).

Table 12 Emergency Financial Aid

Emergency Financial Aid	Total responses	% of total
Agree	3077	74.36
Disagree	218	5.27
Neutral	479	11.58
NR	364	8.8
Total	4138	

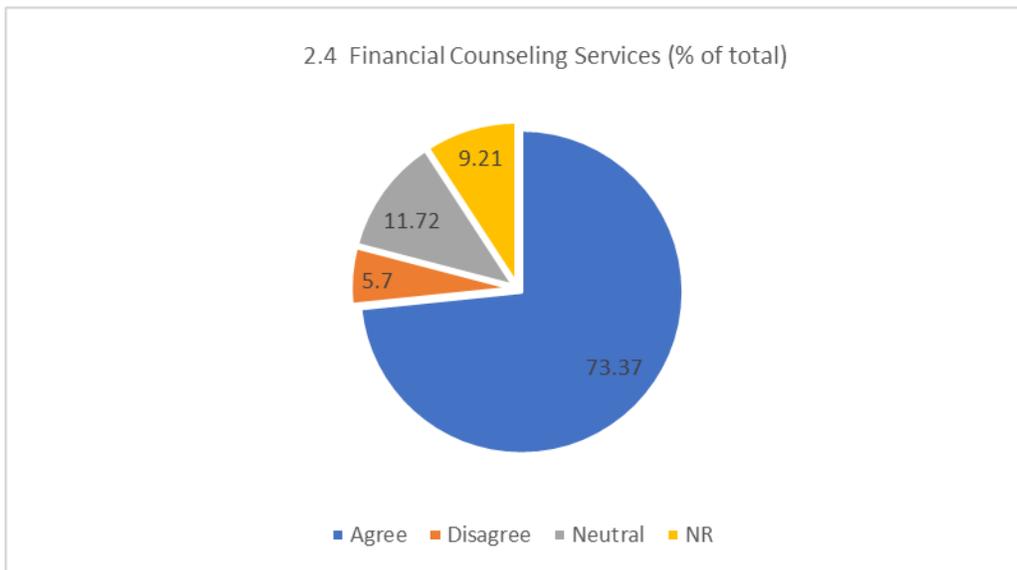
2.3 Emergency Financial Aid (% of total)



2.4. Financial Counselling Services - *"There should be financial counselling services readily available to help students navigate financial decisions and manage their expenses effectively."* Providing accessible financial counselling services for students is crucial to mobilise and manage available financial resources in pursuing higher studies. The responses of students for this statement show that 73.37% agreed that financial counselling services may be helpful for the students. More than 20% of the total were either neutral or not responded to this item (Table 13).

Table 13 Financial Counselling Services

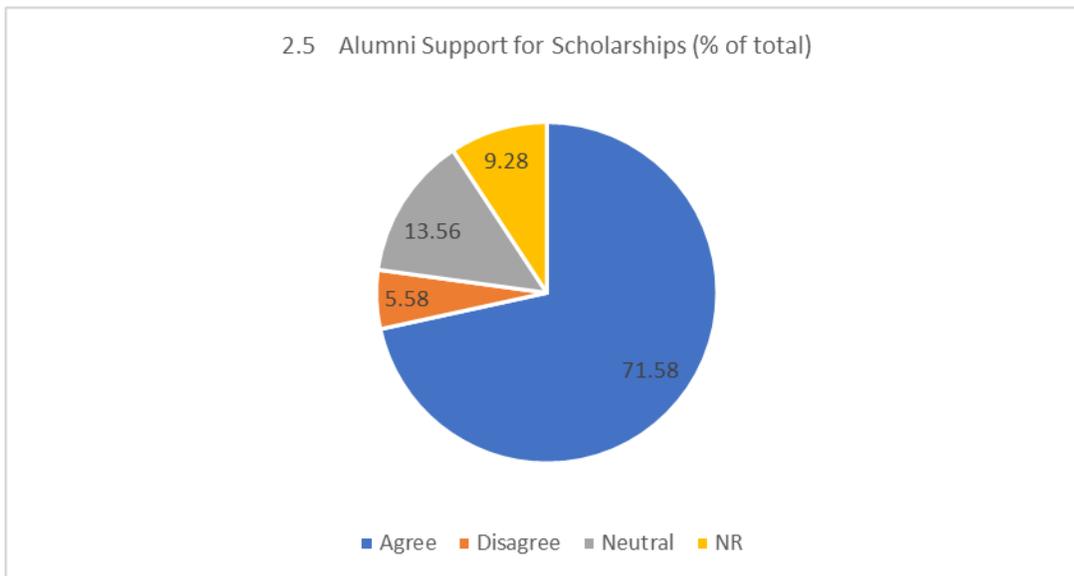
Financial Counselling Services	Total responses	% of total
Agree	3036	73.37
Disagree	236	5.7
Neutral	485	11.72
NR	381	9.21
Total	4138	



2.5 Alumni Support for Scholarships - *"The alumni should be encouraged to contribute in the scholarship funds or financial aid programs to support current students in need."* In order to offer financial aid and scholarships to the students, alumni support may be quite important. Results of this item have been given in the Table 14. Out of 4138 number of responses, a total 2962 agreed whereas only 231 (5.58%) disagreed for the same. More than 22% of the total respondents have either not responded or are neutral.

Table 14 Alumni Support for Scholarships

Alumni Support for Scholarships	Total responses	% of total
Agree	2962	71.58
Disagree	231	5.58
Neutral	561	13.56
NR	384	9.28
Total	4138	



Theme 3: Universities to feature in global rankings

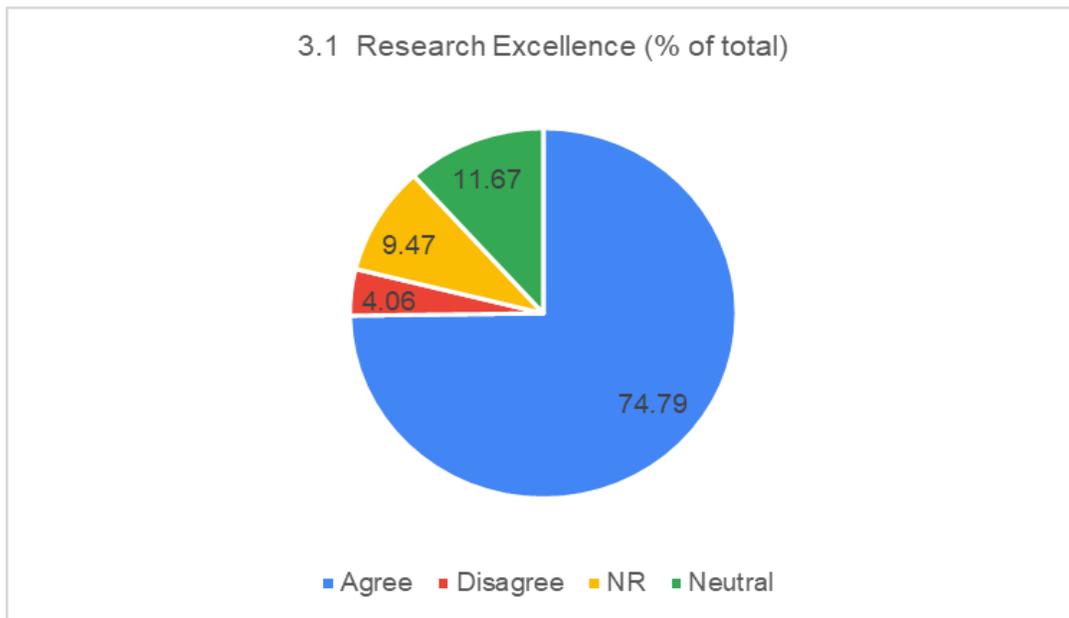
Sub-themes which are included under this category are as -

- Research Excellence
- International Collaboration
- Quality of Teaching and Learning
- Infrastructure and Facilities
- Continuous Improvement and Innovation

3.1 Research Excellence - *"The University should prioritize and support cutting-edge research across disciplines to enhance its global standing"*. Any university looking to improve its reputation internationally, needs to put a high priority for innovative research across disciplines. Table 15 shows the 74.79% of the total agreed for this statement and 11.67% were neutral, whereas very small numbers (4.06%) disagreed about this.

Table 15 Research Excellence

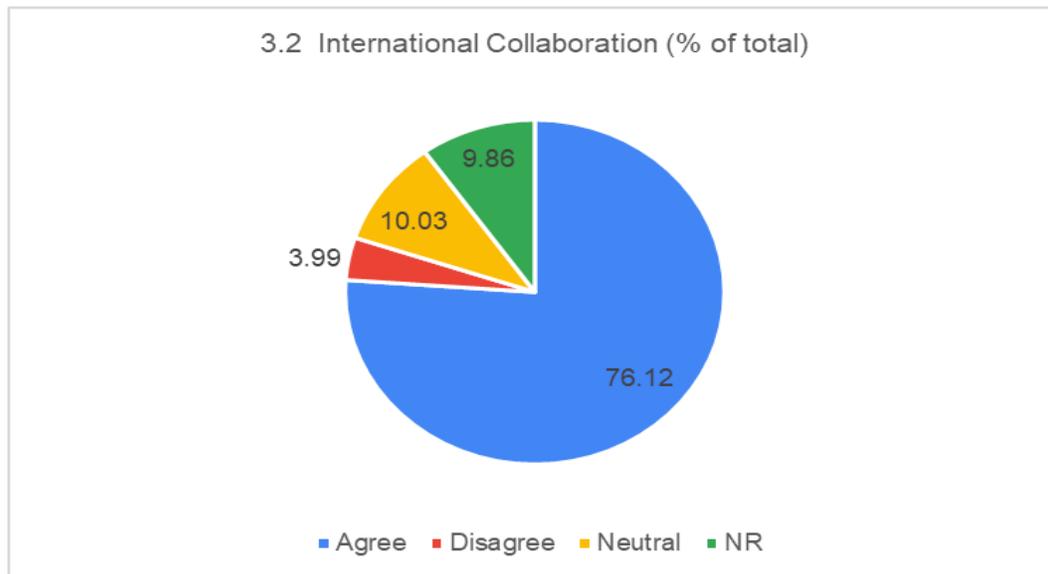
Research Excellence	Total responses	% of total
Agree	3095	74.79
Disagree	168	4.06
Neutral	483	11.67
NR	392	9.47
Total	4138	



3.2 International Collaboration - *"The University should engage in international partnerships, joint research projects, and faculty exchange programs to foster global connections and recognition."* International collaboration plays a crucial role in addressing global challenges. Engaging in international partnerships, joint research projects, and faculty exchange programs can significantly enhance a university's global connections and recognition. 76.12% respondents have agreed to the statement and nearly 20% are either neutral or have not responded. (Table 16).

Table 16 International Collaboration

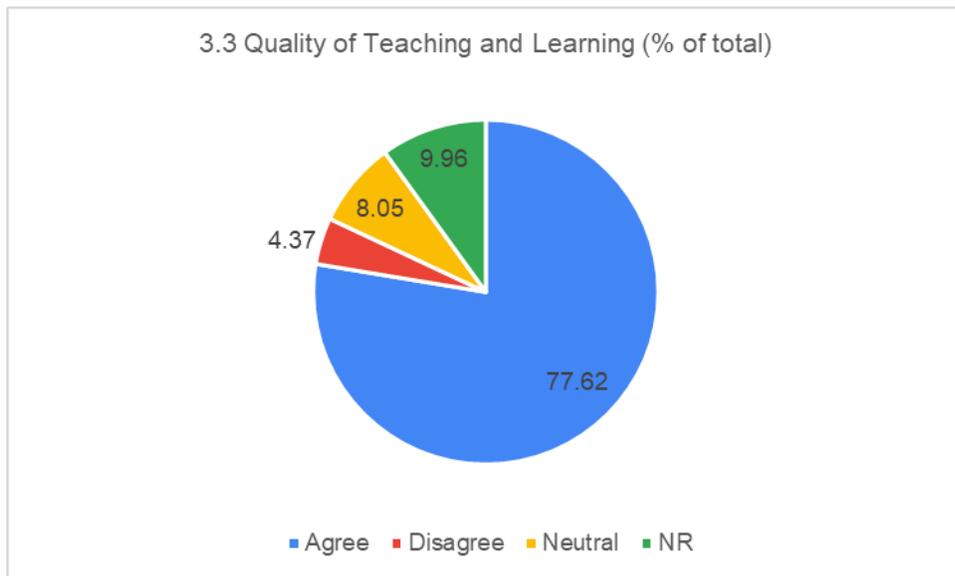
International Collaboration	Total responses	% of total
Agree	3150	76.12
Disagree	165	3.99
Neutral	415	10.03
NR	408	9.86
Total	4138	



3.3 Quality of Teaching and Learning - *"The University should prioritize innovative teaching methodologies, and student-centred learning approaches to deliver high-quality education."* Quality in teaching and learning is crucial for student success. It has a favourable effect on student results and makes learning more enjoyable for everyone. According to the result of this statement, a total of 3212, i.e., 77.62% respondents have accepted the statement, whereas 4.37% disagreed with the same (Table 17).

Table 17 Quality of Teaching and Learning

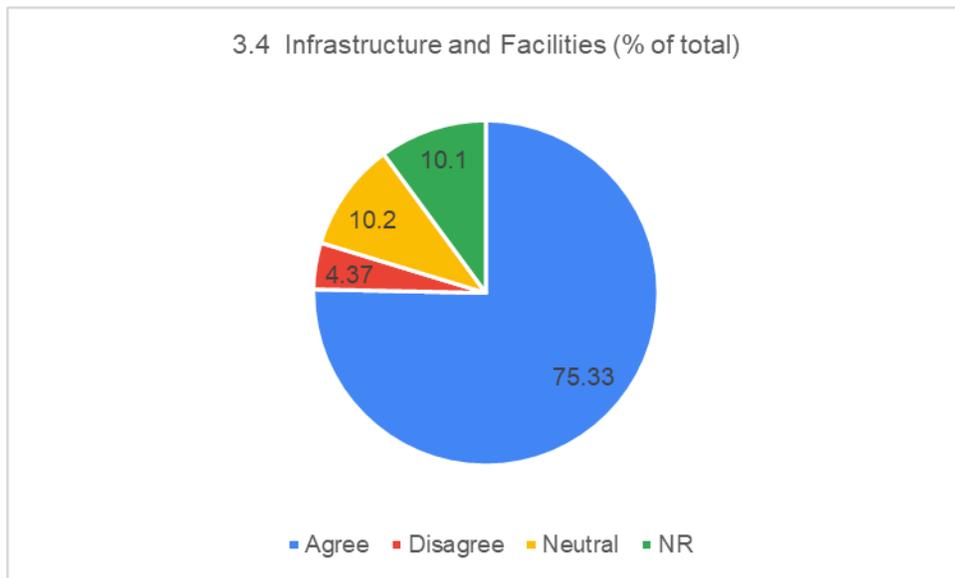
Quality of Teaching and Learning	Total responses	% of total
Agree	3212	77.62
Disagree	181	4.37
Neutral	333	8.05
NR	412	9.96
Total	4138	



3.4 Infrastructure and Facilities- *"The University should invest in state-of-the-art infrastructure, laboratories, libraries, and IT resources to support research and academic activities."* Investing in state-of-the-art infrastructure, laboratories, libraries, and IT resources is indeed crucial for enhancing research and academic activities. Modern facilities can significantly improve the learning environment and provide students and faculty with the tools they need to excel. According to the results, 75.33% of the total respondents agreed with the statement, while 4.37 percent disagreed. Notably, 20.3% of respondents answered the statement in a neutral or were unresponsive (Table 18).

Table 18 Infrastructure and Facilities

Infrastructure and Facilities	Total responses	% of total
Agree	3117	75.33
Disagree	181	4.37
Neutral	422	10.2
NR	418	10.1
Total	4138	

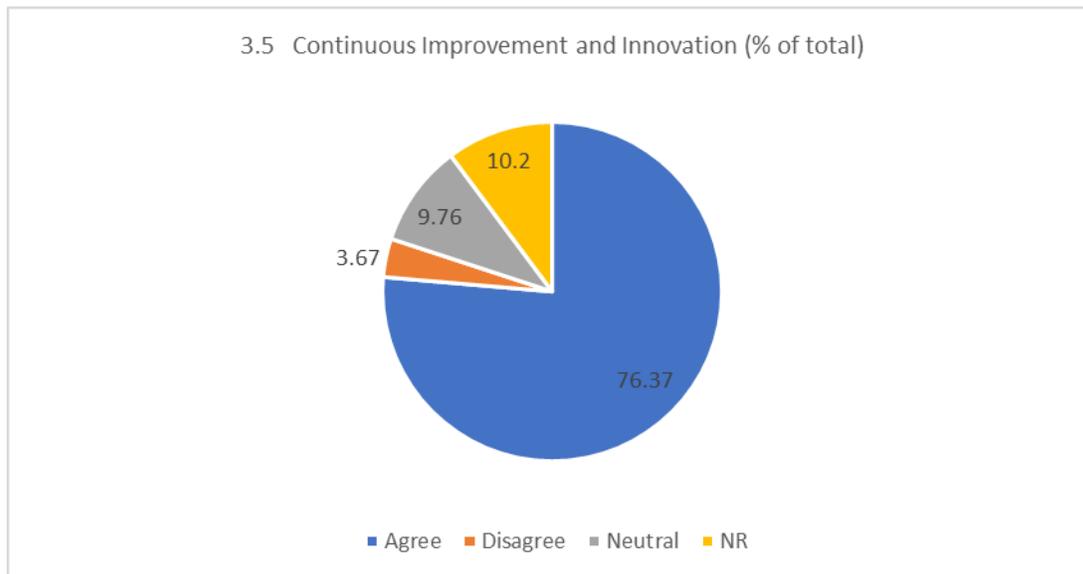


3.5 Continuous Improvement and Innovation - *"The University should demonstrate a culture of continuous improvement and innovation in its academic programs, research endeavors, and institutional practices to stay competitive on the global stage."*

Innovation and continual growth are essential for any university looking to stay competitive globally. A university may foster an inventive and vibrant atmosphere that attract top talent and generates graduates who are ready to make valuable contributions to society. Responses received from the students for this statement has been given in Table 19. A total of 76.37% respondents agreed and only 3.67% disagreed with the statement.

Table 19 Continuous Improvement and Innovation

Continuous Improvement and Innovation	Total responses	% of total
Agree	3160	76.37
Disagree	152	3.67
Neutral	404	9.76
NR	422	10.2
Total	4138	



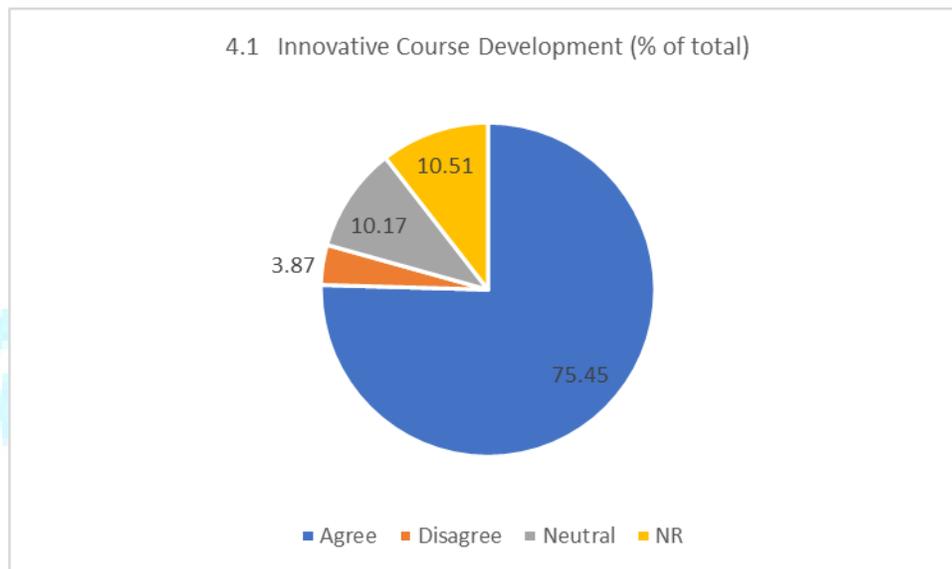
Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation

- Innovative Course Development
- Mentorship and Guidance
- Networking and Collaboration
- Integration of Field Experiences
- Ethical and Sustainable Practices

4.1 Innovative Course Development: - *"The courses that integrate principles of social entrepreneurship and innovation to prepare students for addressing societal challenges should be the part of the curriculum."* It would help not only teach theoretical knowledge but also emphasize practical application, helping students to develop real-world solutions to social issues. Response to this statement indicates that 75.45% of students agreed. Only 3.87% disagreed (Table 20).

Table 20 Innovative Course Development

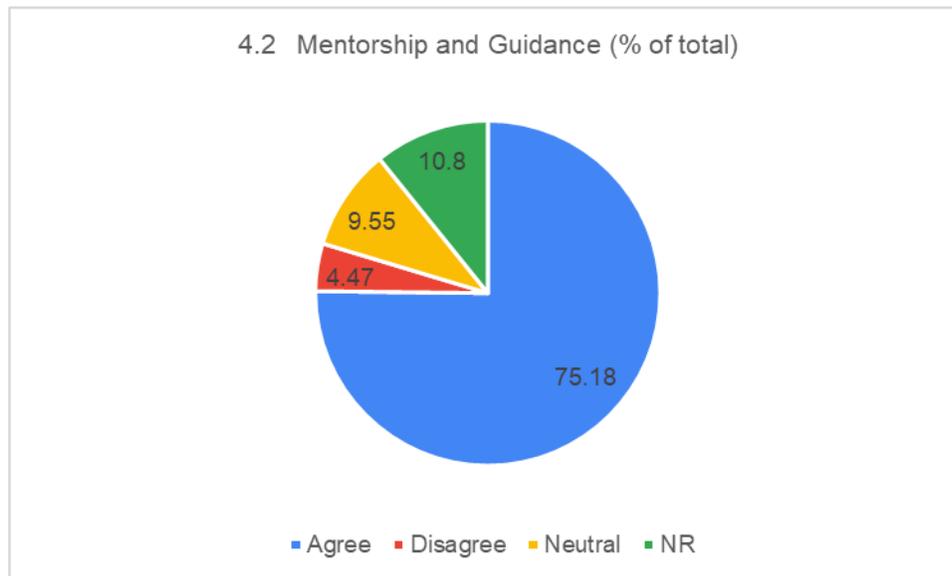
Innovative Course Development	Total responses	% of total
Agree	3122	75.45
Disagree	160	3.87
Neutral	421	10.17
NR	435	10.51
Total	4138	



4.2 Mentorship and Guidance - "There should be mentorship and guidance programs to support students and alumni who aspire to embark on social entrepreneurship ventures." Programs for mentorship and support are certainly very helpful for students and alumni who want to pursue social entrepreneurship. Response of participants regarding student support through mentorship and guidance has been given in Table 19. 3111 students, of 4138 respondents in total, agreed with this statement. However, 10.8% of students did not respond (Table 21).

Table 21 Mentorship and Guidance

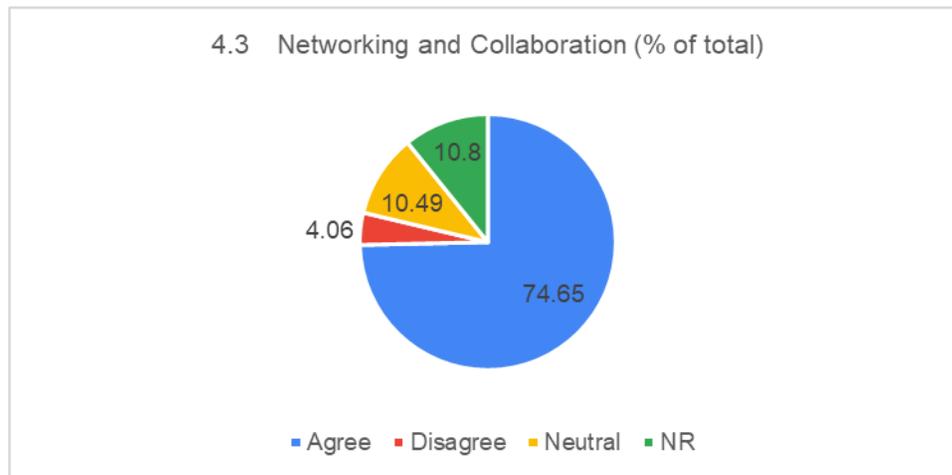
Mentorship and Guidance	Total responses	% of total
Agree	3111	75.18
Disagree	185	4.47
Neutral	395	9.55
NR	447	10.8
Total	4138	



4.3 Networking and Collaboration - "*The University should encourage a culture of networking and collaboration among students, faculty, alumni, and external stakeholders to amplify the impact of social entrepreneurship and innovation initiatives*". University's social entrepreneurship and innovation initiatives can be greatly enhanced by fostering a culture of networking and collaboration. Regarding encouraging the culture of networking and collaboration approach of the University, a total of 74.65% of the respondents agreed whereas 4.06% disagreed with the same (Table 22).

Table 22 Networking and Collaboration

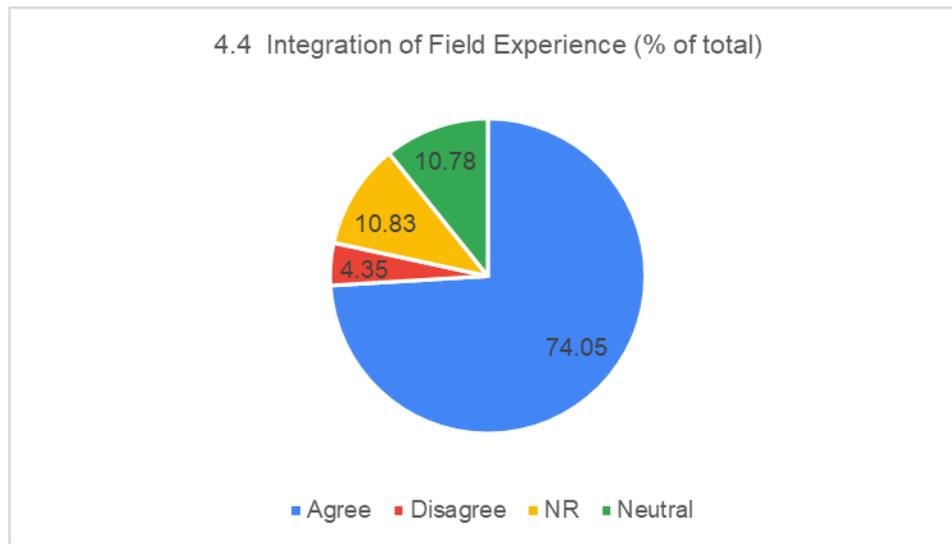
Networking and Collaboration	Total responses	% of total
Agree	3089	74.65
Disagree	168	4.06
Neutral	434	10.49
NR	447	10.8
Total	4138	



4.4 Integration of Field Experience - *"The courses should integrate hands-on field experiences, internships, and real-world projects into the curriculum to provide students with practical exposure to social entrepreneurship and innovation."* It is essential to incorporate practical fieldwork, internships, and real-world initiatives into the curriculum to give students exposure to social entrepreneurship and innovation. The results indicate that while 4.35 percent of students disagreed, 3064 students agreed, accounting for 74.05% of the total (Table 23). More than 20 percent of total respondents were either unresponsive or neutral.

Table 23 Integration of Field Experience

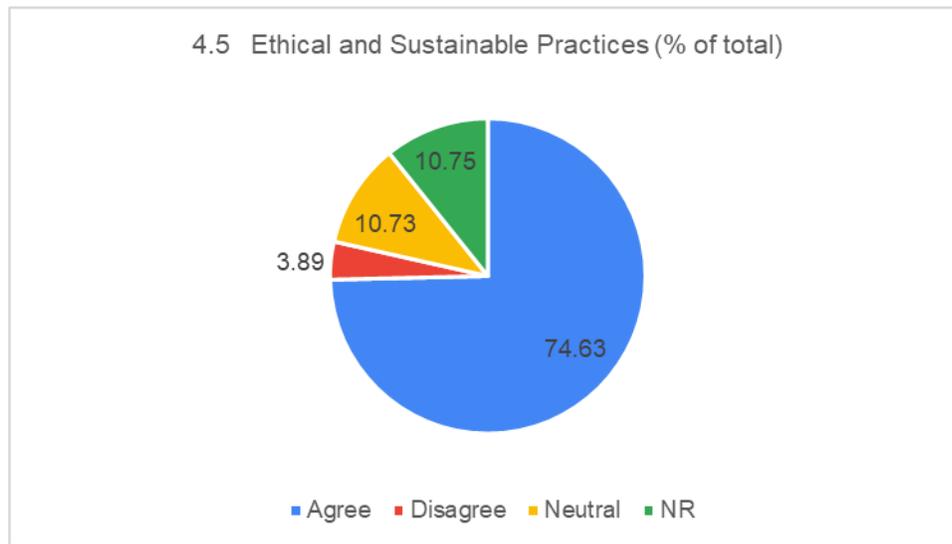
Integration of Field Experience	Total responses	% of total
Agree	3064	74.05
Disagree	180	4.35
Neutral	446	10.78
NR	448	10.83
Total	4138	



4.5 Ethical and Sustainable Practices: *"The courses should promote ethical and sustainable practices among aspiring social entrepreneurs to ensure long-term positive impact on communities and the environment."* By incorporating these elements, educational institutions can better prepare students to address societal challenges through social entrepreneurship and innovation. Out of 4138 responses, 74.63% respondents agreed with the statement whereas 3.89% disagreed (Table 24).

Table 24 Ethical and Sustainable Practices

Ethical and Sustainable Practices	Total responses	% of total
Agree	3088	74.63
Disagree	161	3.89
Neutral	444	10.73
NR	445	10.75
Total	4138	



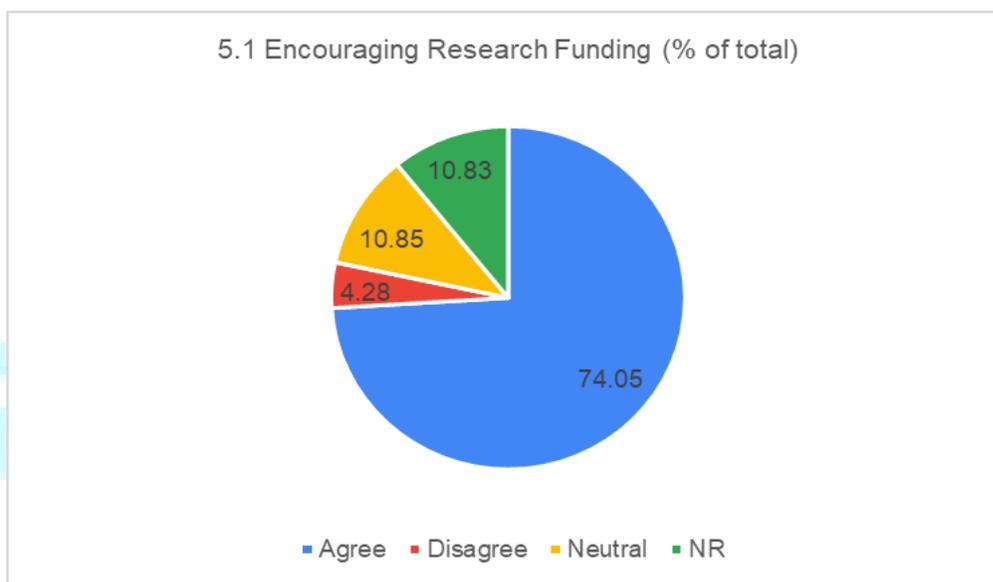
Theme 5: Increase Research, Patent and Innovation

- Encouraging Research Funding:
- Promoting Interdisciplinary Collaboration:
- Establishing Incubation Centres:
- Incentivizing Industry Partnerships:
- Incentivizing Research and Innovation:

5.1 Encouraging Research Funding - "Funding for research projects and innovation initiatives that stimulate patenting activities within Higher education institutions should be increased." Increasing funding for research projects and innovation initiatives in higher education institutions can significantly boost patenting activities and overall innovation such as enhancing knowledge transfer, boosting innovation, strengthening the university-industry partnership, improving, global competition, positive impact on economy and so on. Table 25 depicts the item-wise response of participants. Results shows that a total of 74.05% agreed that encouraging research funding may be useful for higher educational institutes.

Table 25 Encouraging Research Funding

Encouraging Research Funding	Total responses	% of total
Agree	3064	74.05
Disagree	177	4.28
Neutral	449	10.85
NR	448	10.83
Total	4138	

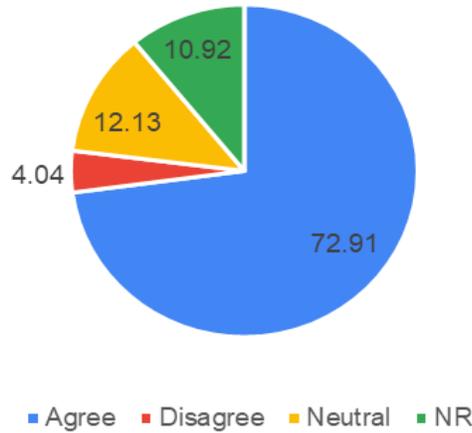


5.2 Promoting Interdisciplinary Collaboration - *"Encouraging interdisciplinary and inter-university collaboration among faculties, departments and funding agencies will foster innovative solutions and drive patenting activities across diverse fields which will benefit learners by and large."* Increasing funding for research projects and innovation initiatives in higher education institutions can significantly boost patenting activities and overall innovation. Data analysis reveals that out of 4138 respondents, 72.91% agreed with the statement whereas 4.04% disagreed with this statement (Table 26). 23.05% of the total number were neutral and non-respondents.

Table 26 Promoting Interdisciplinary Collaboration

Promoting Interdisciplinary Collaboration	Total responses	% of total
Agree	3017	72.91
Disagree	167	4.04
Neutral	502	12.13
NR	452	10.92
Total	4138	

5.2 Promoting Interdisciplinary Collaboration (% of total)

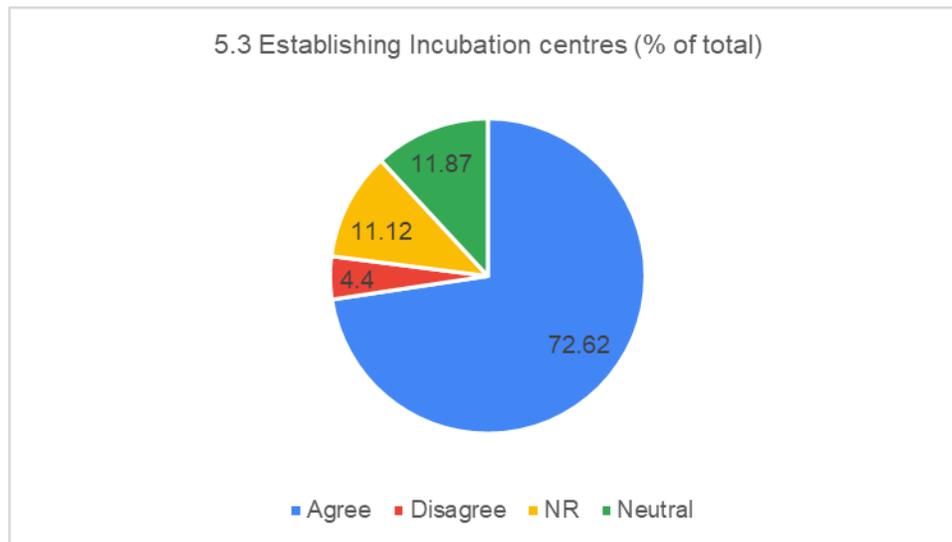


5.3 Establishing Incubation Centres - *"Setting up dedicated Incubation centres at Headquarters and Regional Centres in collaboration with Industry/State Govt./Corporates will facilitate the commercialization of research outcomes, thereby encouraging patenting and innovation."*

It is apparent that creating specialized incubation centers at headquarters and regional centers in partnership with industries, state governments, and corporate institutions can speed up the commercialization of research findings and promote innovation and patenting. Result of this study reveals that 72.62% of the total respondents agreed with the statement (Table 27), only 4.4% disagreed with the same. Neutral and unanswered responses make up to >22% of the total.

Table 27 Establishing Incubation Centres

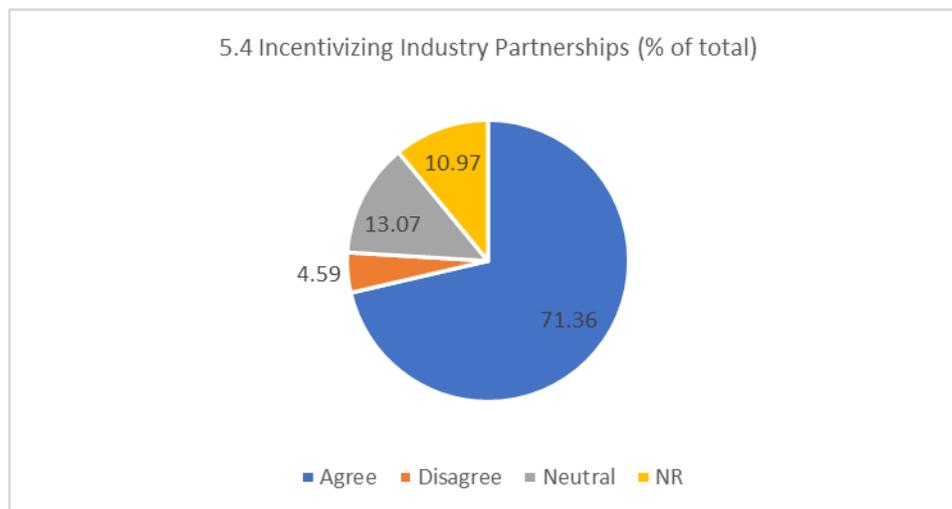
Establishing Incubation Centres	Total responses	% of total
Agree	3005	72.62
Disagree	182	4.4
Neutral	491	11.87
NR	460	11.12
Total	4138	



5.4 Incentivizing Industry Partnerships - *"Offering incentives for collaborative research projects with industry partners will accelerate the translation of academic innovations into marketable products and patents."* Undoubtedly, encouraging academics and industry to collaborate on research initiatives can greatly accelerate the transformation of academic findings into patents and products that are economically viable. Findings of this statement placed in Table 28 reveal that 71.36% of the total respondents have agreed with the statement, whereas only 4.59% of the total have disagreed.

Table 28 Incentivizing Industry Partnerships

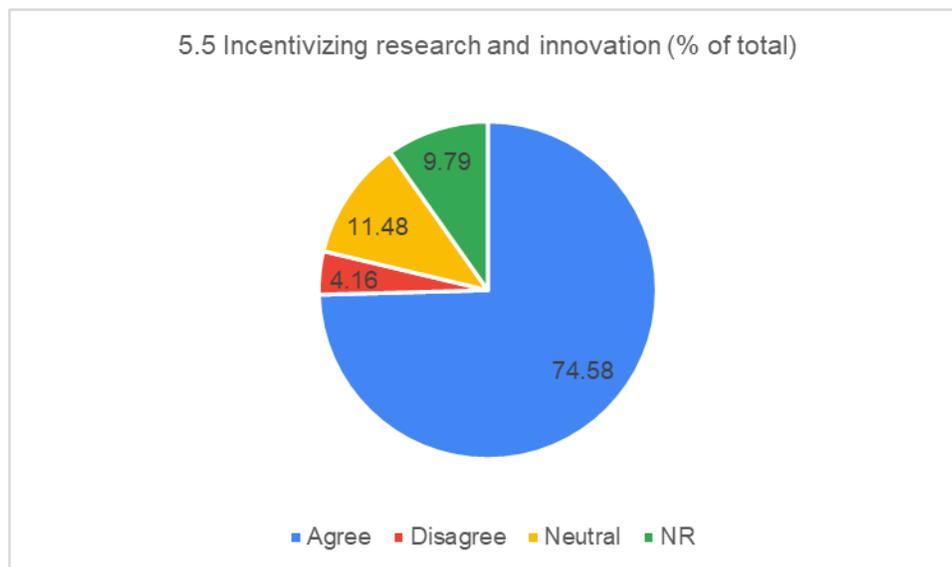
Incentivizing Industry Partnerships	Total responses	% of total
Agree	2953	71.36
Disagree	190	4.59
Neutral	541	13.07
NR	454	10.97
Total	4138	



5.5 Incentivizing research and innovation: “University should provide funding and incentives for undertaking innovative research projects leading to patent and productive outcomes.” Universities should support and incentivize students to conduct innovative research initiatives that result in patents and other productive results. Out of 4138 respondents, a total of 74.58% agreed with the statement, whereas only 4.16% disagreed with the same (Table 29).

Table 29 Incentivizing Research and Innovation

Incentivizing research and innovation	Total responses	% of total
Agree	3086	74.58
Disagree	172	4.16
Neutral	475	11.48
NR	405	9.79
Total	4138	



Conclusion & Recommendations

The Viksit Bharat 2047 mission encompasses the ambitious goal of the Government of India, which aims to make the country fully developed by 2047, which will be India's 100th anniversary of independence. Economic growth, social progress, environmental sustainability, and good governance are some of the main focus areas of this mission. The students who have been enrolled in Under Graduate and Post Graduate Programs for July 2023 and Jan 2024 sessions, were included for the survey.

The overall data analysis reveals that the gender-wise participation in this survey of female learners were on higher side (50.1%), whereas majority of learners were from 25 to 35 years of age groups (>70%) and unemployed (64.12%). There were nearly 75% students belong to general and OBC category.

Themes of Viksit Bharat@2047, focusing on enhancing GER in higher education (HE), arrangement of financial support to students in HEIs, possible efforts to place universities in global ranking, designing of course curriculum to foster entrepreneurship culture and promote innovations, and adopt multi-faceted approach to encourage output-based research, and increase the patents and innovations have been taken into account in the feedback study.

Themes which were highly endorsed by the respondents pertained to -Initiatives for providing access to online education to the students, establishing a collaborative venture between industries–academic institution, focusing on infrastructure development, making provision for financial support to the students, providing work-study opportunities, promoting international collaboration, quality teaching – learning, focus on improvement and innovation, innovative course curriculum and providing mentorship and guidance. These themes were consented to by >75% of the total students. This suggests that the objectives of Viksit Bharat 2047, which aims to improve the India's higher education system, are by and large agreed to by the students of IGNOU. The number of students who disagreed for various aspects was very low (<5%), which is very insignificant. Nevertheless quite a few of students (almost 20%) fell into the category of those who either did not respond or were neutral for various themes.

Based on the feedback of students some key recommendations may be proposed –

- Students may be provided easy access to online education support.
- Systematic initiatives may be taken to bring the industry-academia collaboration for benefit of students.
- Focus should also be given to the development of Infrastructure as well as International Collaboration.
- Proper arrangement of financial support be made in the form of Scholarships, fellowships, free ships or study with working opportunities.
- Quality of Teaching and Learning should be well taken care.
- Continuous Improvement and Innovation should be undertaken
- Efforts be made for Innovative Course Development.
- Mechanisms should be in place to provide Mentor ship and Guidance to students.

Viksit Bharat 2047 is a comprehensive visionary idea of the Government of India that intends to transform India into a developed nation by the year 2047, the year marks a centenary of its independence. The vision covers various aspects of development including economic growth, social progress, environmental sustainability and good governance.

The plan focuses on four major groups: Garib (poor), Mahilayen (women), Yuva (youth) and Annadata (farmers). The overarching goal of the Viksit Bharat@2047 mission is development that is all-inclusive, comprehensive and all-embracing. Proper implementation of Goals of Viksit Bharat 2047 may improve the quality of higher education in India leading to an increase in the GER.

A. Annexure

(Enclose Questionnaire format)



INDIRA GANDHI NATIONAL OPEN UNIVERSITY

Maidan Garhi, New Delhi-110068

Centre for Internal Quality Assurance

Learner's Feedback Form (2023-2024)



Dear Learner,

We as a nation embark on the journey to realize the ambitious vision outlined by the government's "Viksit Bharat @ 2047" initiative, your insights are pivotal in shaping the trajectory of higher education in India.

We are reaching out to solicit your valuable feedback on a comprehensive framework aimed at advancing IGNOU towards achieving the goals outlined in Viksit Bharat.

You are requested to kindly spare 10 minutes of your valuable time for filling up the Feedback form given below:

1. Name: _____

2. Gender: (Please ✓) 1) Male 2) Female 3) Third gender

3. Age Group (in years): (Please ✓) 1) 25 to 30 2) 36 to 40 3) 46 to 4) 56 and above

4. Name of the Program Enrolled: _____

5. Year of Enrolment: _____

6. Employment status:

- Employed
- Self-employed
- Un-employed

7. Category:

- SC
- ST
- OBC
- GEN
- EWS

Please give your feedback on following statements:

S. No.	Question	Disagree	Neutral	Agree
	<p>Theme 1: Increase Gross Enrolment Ratio (GER)</p> <ol style="list-style-type: none"> 1. Accessible Online Education Initiatives: <ul style="list-style-type: none"> • "Introducing accessible online education initiatives will provide flexible learning opportunities to students and increase student enrolment." 2. Industry-Academia Collaboration: <ul style="list-style-type: none"> • "Fostering stronger ties with industries to offer practical learning experiences and employment opportunities will attract more students to higher education." 3. Infrastructure Development: <ul style="list-style-type: none"> • "Investing in modern infrastructure facilities such as state-of-the-art libraries, laboratories, and IT resources will enhance the appeal of higher education institutions, thus increase student enrolment." 4. Targeted Outreach Programs: <ul style="list-style-type: none"> • "The implementation of targeted outreach programs in underrepresented communities will ensure equitable access to higher education." 5. Offering Programs in regional languages: <ul style="list-style-type: none"> • "The Programs should be offered in regional languages for enhancing the GER." 			
	<p>Theme 2: Financial support to HEI students</p> <ol style="list-style-type: none"> 1. Provision of Scholarships, fellowships, freeships etc.: <ul style="list-style-type: none"> • "There should be sufficient scholarships, fellowships, freeships etc. available to support students from economically disadvantaged backgrounds in accessing higher education." 2. Work-Study Opportunities: <ul style="list-style-type: none"> • "There should be work-study opportunities provided to students to help them financially support their education while gaining practical experience." 			

	<p>3. Emergency Financial Aid:</p> <ul style="list-style-type: none"> • "There should mechanism in place to provide emergency financial aid to students facing unforeseen financial challenges during their academic journey to successfully complete the academic Program." <p>4. Financial Counseling Services:</p> <ul style="list-style-type: none"> • "There should be financial counselling services readily available to help students navigate financial decisions and manage their expenses effectively." <p>5. Alumni Support for Scholarships:</p> <ul style="list-style-type: none"> • "The alumni should be encouraged to contribute in the scholarship funds or financial aid programs to support current students in need." 			
	<p>Theme 3: Universities to feature in global rankings</p> <p>1. Research Excellence:</p> <ul style="list-style-type: none"> • "The University should prioritize and support cutting-edge research across disciplines to enhance its global standing" <p>2. International Collaboration:</p> <ul style="list-style-type: none"> • "The University should engage in international partnerships, joint research projects, and faculty exchange programs to foster global connections and recognition." <p>3. Quality of Teaching and Learning:</p> <ul style="list-style-type: none"> • "The University should prioritize innovative teaching methodologies, and student-centered learning approaches to deliver high-quality education." <p>4. Infrastructure and Facilities:</p> <ul style="list-style-type: none"> • "The University should invest in state-of-the-art infrastructure, laboratories, libraries, and IT resources to support research and academic activities." <p>5. Continuous Improvement and Innovation:</p> <ul style="list-style-type: none"> • " The University should demonstrate a culture of continuous improvement and innovation in its academic programs, research endeavors, and institutional practices to stay competitive on the global stage." 			

	<p>Theme 4: To develop socially relevant courses leading to entrepreneurship and innovation</p> <ol style="list-style-type: none"> 1. Innovative Course Development: <ul style="list-style-type: none"> • " The courses that integrate principles of social entrepreneurship and innovation to prepare students for addressing societal challenges should be the part of the curriculum." 2. Mentorship and Guidance: <ul style="list-style-type: none"> • "There should be mentorship and guidance programs to support students and alumni who aspire to embark on social entrepreneurship ventures." 3. Networking and Collaboration: <ul style="list-style-type: none"> • "The University should encourage a culture of networking and collaboration among students, faculty, alumni, and external stakeholders to amplify the impact of social entrepreneurship and innovation initiatives" 4. Integration of Field Experience: <ul style="list-style-type: none"> • "The courses should integrate hands-on field experiences, internships, and real-world projects into the curriculum to provide students with practical exposure to social entrepreneurship and innovation." 5. Ethical and Sustainable Practices: <ul style="list-style-type: none"> • "The courses should promote ethical and sustainable practices among aspiring social entrepreneurs to ensure long-term positive impact on communities and the environment." 			
	<p>Theme 5: Increase Research, Patent and Innovation</p> <ol style="list-style-type: none"> 1. Encouraging Research Funding: <ul style="list-style-type: none"> • " Funding for research projects and innovation initiatives that stimulate patenting activities within Higher education institutions should be increased." 2. Promoting Interdisciplinary Collaboration: <ul style="list-style-type: none"> • "Encouraging interdisciplinary and inter-university collaboration among faculties, departments and funding agencies will foster innovative solutions and drive patenting 			

	<p>activities across diverse fields which will benefit learners by and large."</p> <p>3. Establishing Incubation centres:</p> <ul style="list-style-type: none"> • "Setting up dedicated Incubation centres at Headquarters and Regional Centres in collaboration with Industry/State Govt./ Corporates will facilitate the commercialization of research outcomes, thereby encouraging patenting and innovation." <p>4. Incentivizing Industry Partnerships:</p> <ul style="list-style-type: none"> • "Offering incentives for collaborative research projects with industry partners will accelerate the translation of academic innovations into marketable products and patents." <p>5. Incentivizing research and innovation:</p> <ul style="list-style-type: none"> • "University should provide funding and incentives for undertaking innovative research projects leading to patent and productive outcomes." 			
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Thanks for providing your valuable feedback. Your responses will be kept confidential.

THE PEOPLE'S
UNIVERSITY

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Feedback & Data

Students from different Regional Centres

